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ABSTRACT

An instructor's manual and student activity guide on the product information fact sheet are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to nine periods), activity goals, four instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., list the needs and wants that a product will fulfill for a customer). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a salesperson concludes the document. (JH)

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ED169358

DISTRIBUTIVE EDUCATION--PRODUCT INFORMATION FACT SHEET

Kit No. 69

INSTRUCTOR'S MANUAL

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Office of Vocational Education
Prevocational Education
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In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

CE 020 543

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TITLE OF ACTIVITY

Kit No. 69, Distributive Education–Product Information Fact Sheet

DURATION

Main Activity: 2 – 4 periods
Follow-up Activity: 2 – 5 periods

GOALS

The student will evaluate who will most likely use a particular product.

The student will evaluate what potential customers would most likely want and need from a particular product.

The student will evaluate the features of a particular product that would most likely be used by a salesperson to create interest and desire for the product.

The student will evaluate the care factors needed for a particular product.

INSTRUCTIONAL OBJECTIVES

Given the necessary information, the student will list and identify five factors which indicate to a salesperson the most likely customer for a product.

Given the necessary information, the student will list the needs and wants that a product will fulfill for a customer.

Given the necessary information, the student will list the most likely product features and benefits that will appeal to a customer's interest.

Given the necessary information, the student will list and explain the possible care factors needed for a product.

VOCATIONAL CLUSTERS

Agriculture

ACTIVITY IMPLEMENTATION

A. Description

The student will make a product information fact sheet to be used to evaluate: (1) who would most likely use the product, (2) what potential customers would want and need from the product, (3) the features of the particular product that would most likely be used by a salesperson, and (4) what care factors a customer would need to know about a particular product. Each student is to work individually on the product information fact sheet unless it is a group project. If it is a group project, the students may confer with each other and have one member designated as the recorder for the group product information fact sheet.

B. Safety

No specific rules

C. Materials

1. Audio visual equipment:
   None

2. Technical Equipment:
   None

3. Expendable Supplies:
   25 products or copies of product information
   paper
   pencils

D. Preparation Prior to Class

Make a list of products and have the products or product information available in the classroom for the students to use in doing the product information fact sheet. If it is to be done at a retail store, it would be wise to obtain permission from the store manager. Familiarize yourself with the products you have made available so you can assist the students with the product care, features, benefits, or guarantee. You may choose a product yourself and go through the activity to acquaint yourself and use as an example before the class.

E. During Class Sessions

Introduction

We all at one time or another have to make a decision whether to buy a product or not. The product may be expensive or inexpensive. It would benefit each of us as consumers or salespersons if we could evaluate a product. There are many factors which a potential customer could think about, but rarely does the customer think of all the factors leading to the purchase or rejection of the product. Today you will explore what factors sell products by making a product information fact sheet on a product that may be bought at a retail store or wholesale company. All the factors you will become acquainted with will not appear on your product information fact sheet. Remember this when you reach your last three instructional objectives.

To Instructor

Distribute materials and provide a list of products available. Make sure the students are doing the checkpoints before continuing to the next instructional objective. Remind the students that all the factors in objectives II, III, and IV may not be needed to complete the objective for the product being done. After the activity is completed, be sure to get the products you provided for the activity.

F. Follow-up Activities

1. Hand out the "VIEW" Fact Sheets (automotive salesperson, florist, furniture salesperson, food, beverage, tobacco salesperson, department store salesperson) and have the student choose two of the VIEW Fact Sheets.
2. Have each student do a product information fact sheet on a product each of the "VIEW" jobs would sell.
3. After completing product information fact sheets, have students exchange papers to acquaint each with another product.
4. Have students choose one "VIEW" Fact Sheet and choose a product the salesperson may have to sell. Have the student make a comparison of the product in the high price range and the low price range. Example: ten-speed bike and a three-speed bike.
5. Display product information fact sheets and have each student point out the good and the bad points of each fact sheet.

ANSWER KEY

None

MASTERS FOR DUPLICATION

VIEW Fact Sheet

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

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DISTRIBUTIVE EDUCATION--PRODUCT INFORMATION FACT SHEET

Kit No. 69

STUDENT

LEARNING ACTIVITY GUIDE

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DISTRIBUTIVE EDUCATION–PRODUCT INFORMATION FACT SHEET

INTRODUCTION

This activity will help you evaluate, from a salesperson's point of view or a consumer's point of view, any particular product which you may someday sell or buy. Some products you may think you need to sell or buy may not be very important to the consumer by a product information fact sheet. What is a product information fact sheet? It's a sheet of paper which a salesperson or a consumer uses to evaluate who may use the product, what features and benefits a product has for a potential customer, why a potential customer may need and want it, and how to care for the product. The Consumer Protection Agency uses a product information fact sheet to evaluate many of the products on the market and to determine their safety for the general public.

When you complete the steps of this activity, you will have a product information fact sheet for a product. You should keep it to use in the future if you think you may want to purchase the product.

GOALS

The student will evaluate who will most likely use a particular product.

The student will evaluate what potential customers would most likely want and need from a particular product.

The student will evaluate the features of a particular product that would most likely be used by a salesperson to create interest and desire for the product.

The student will evaluate the care factors needed for a particular product.

DIRECTIONS

Read each objective and follow the steps with the product you have chosen or the product your instructor will give you. Do not write in the text. Use a sheet of lined notebook paper. As you come to each objective write the number of the objective and the objective. Then as you go through the steps, write the number of the step and the correct answer to the question if it is needed for your particular product. Be sure at the completion of the steps you have met the requirements of each checkpoint before continuing. Continue this process until you have completed all objectives. Upon completing the product information fact sheet, turn it in to your instructor.

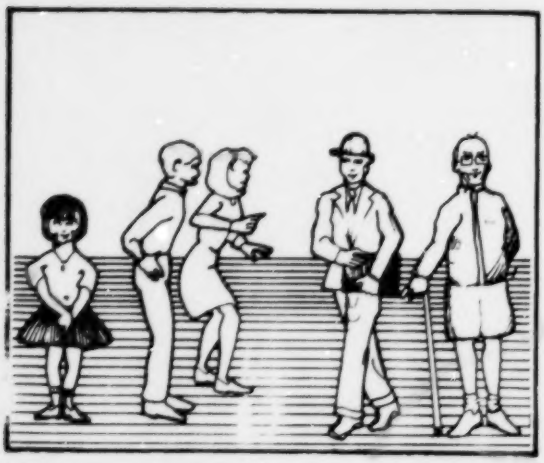
MATERIALS

pen or no. 2 pencil
8 x 10½ inch (20.32 x 26.67 cm) lined paper
a consumer product or tags

PROGRAMMED TEXT

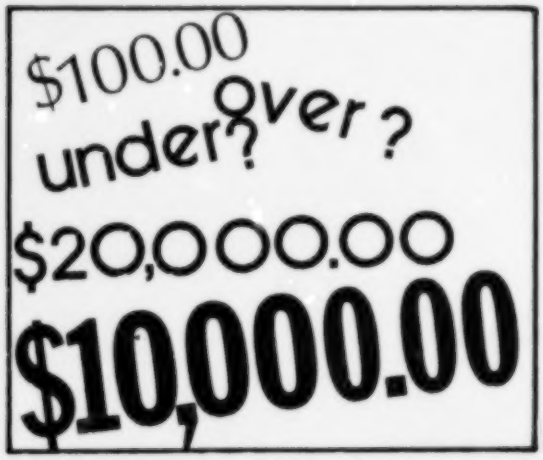
Instructional Objective 1

Given the necessary information, the student will list and identify five factors which indicate to a salesperson the most likely customer for a product.

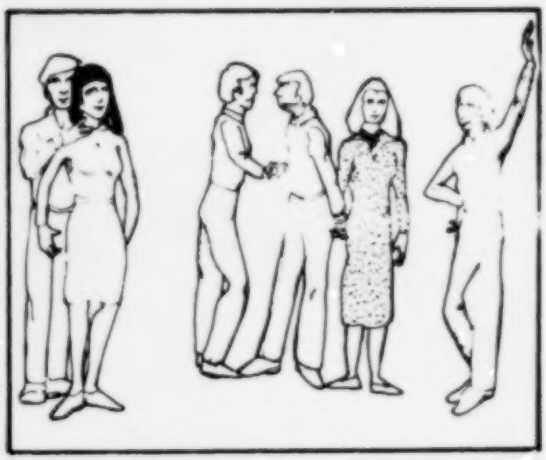


STEP 1 – Decide which age group or groups would use the product.

STEP 2 – Decide whether male, female, or both male and female would be most likely to use the product.



STEP 3 – Determine which income level would most likely use the product.



STEP 4 – Judge whether the product would be used by a single person, a married person, or both married and single.

STEP 5 – Determine which job level would most likely use the product.

Check Point

Did you list the five major factors?

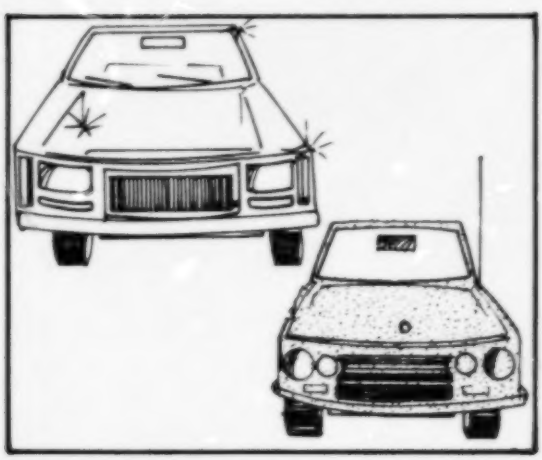
Did you list the answers beside the factors?

Did you remember that more than one job level may use the product?

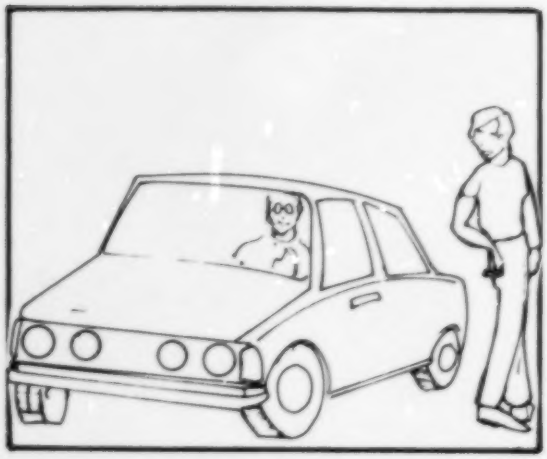
Instructional Objective II

Given the necessary information, the student will list the needs and wants that a product will fulfill for a customer.

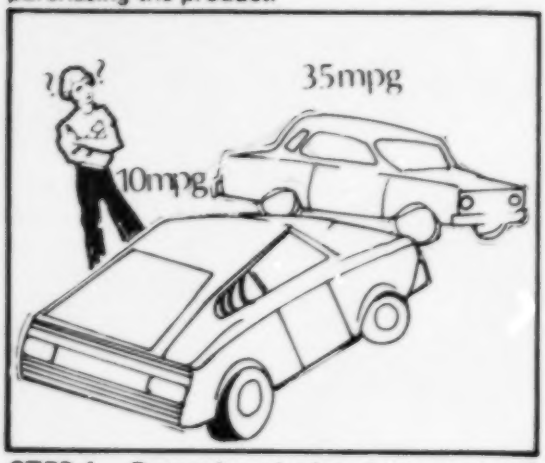
STEP 1 – Determine whether the adaptability (where it is to be used) for the product would be more likely inside, outside, or both inside and outside.



STEP 2 – Determine whether the appearance of the product would be a major reason for purchasing the product.

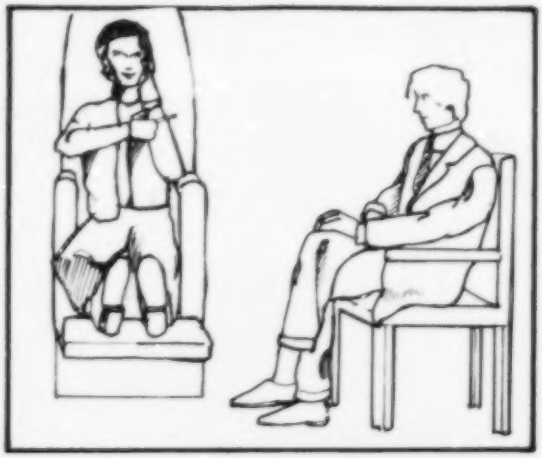


STEP 3 – Decide whether the convenience of the product would be a major reason for purchasing the product.

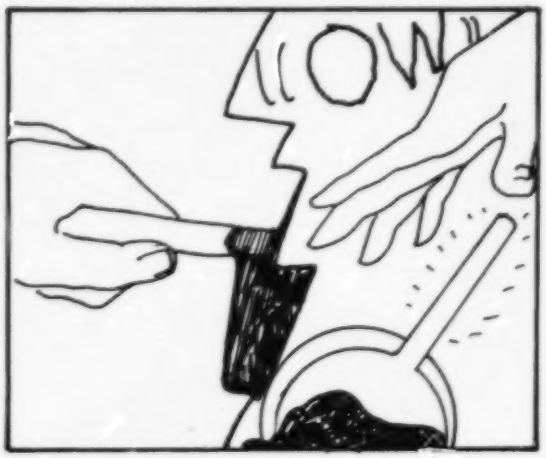


STEP 4 – Determine whether the economy of the product would be a major reason for the purchase of the product.

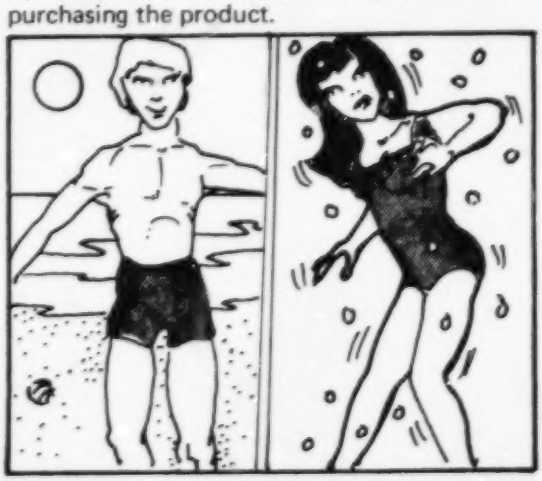
STEP 5 – Judge whether the ease of care would be a major reason for purchasing the product.



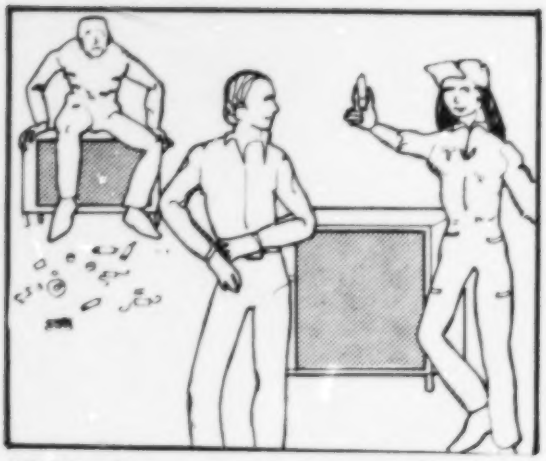
STEP 6 – Decide if the comfort of the product would be a major reason for purchasing the product.



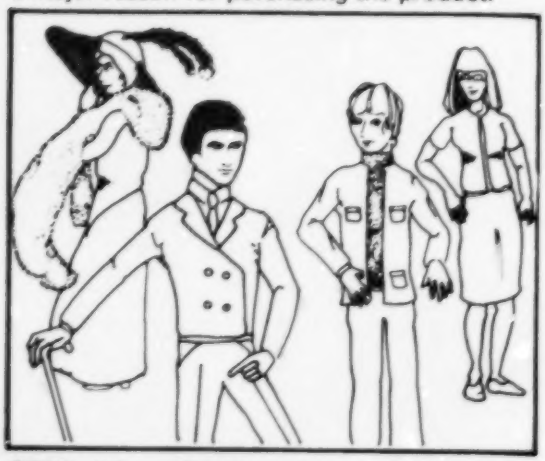
STEP 7 – Determine if the protection offered by the product would be a major reason for purchasing the product.



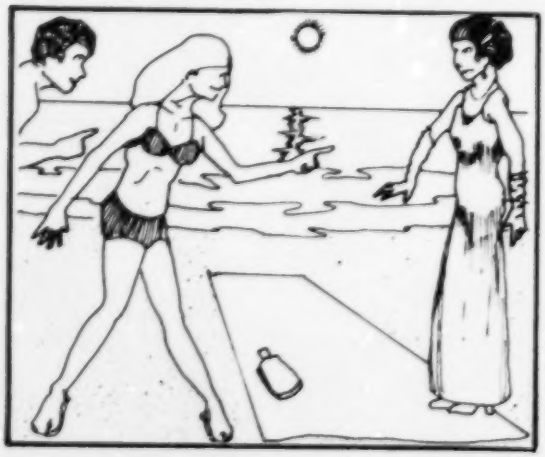
STEP 8 – Decide if the seasonability of the product is a major reason for purchasing the product.



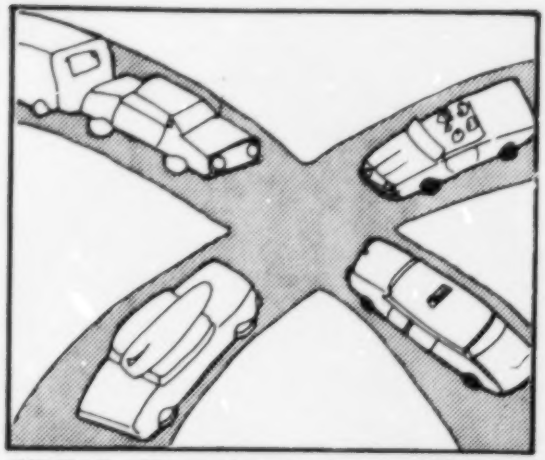
STEP 9 – Determine whether the serviceability (ease of repair) of the product is a major reason for purchasing the product.



STEP 10 – Decide whether the style or fashion of the product is a major reason for purchasing the product.

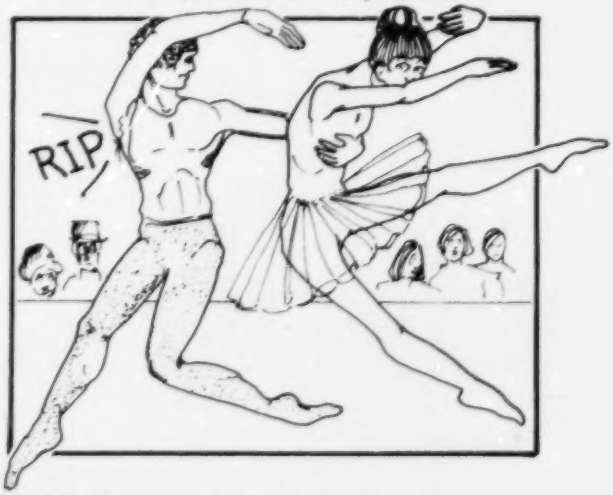


STEP 11 – Judge whether suitability (appropriateness of occasion) of the product is major reason for the purchase of the product.



STEP 12 – Determine whether versatility (use for different things or jobs) of the product is a major reason for the purchase of the product.

STEP 13 – Decide if the recreation aspect of the product offered is likely to be a major reason for the purchase of the product.



STEP 14 – Decide if the quality (how well the product is made) would be a major reason for the purchase of the product.

STEP 15 – Determine if the trade or brand name (company that makes the product) is a reason for the purchase of the product.

Check Point

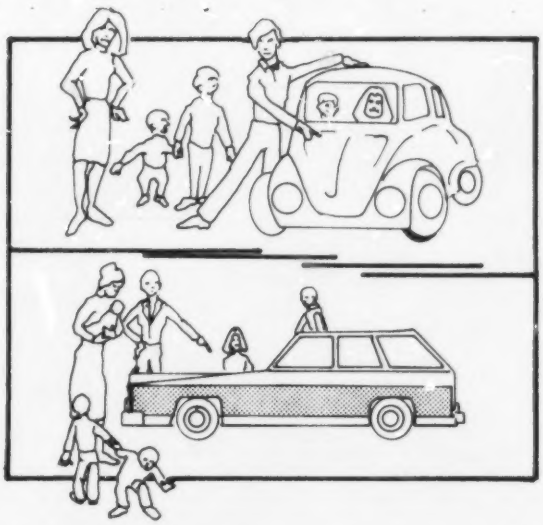
Did you remember that all needs and wants given would not be required for each product?

Most products will have at least four needs-and-wants appeals.

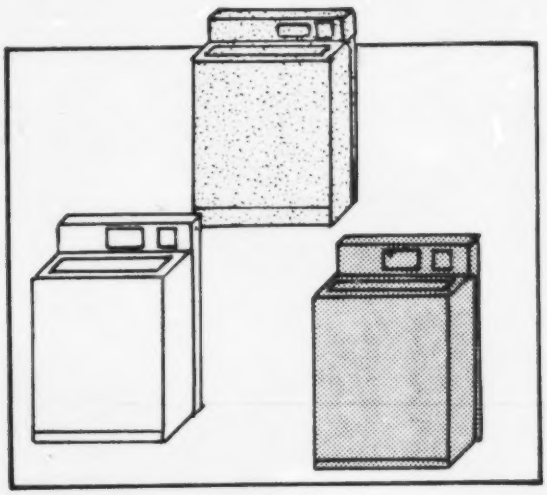
Did you list at least three needs-and-wants and explain why you chose them?

Instructional Objective III

Given the necessary information, the student will list the most likely product features and benefits that will appeal to customer's interest.

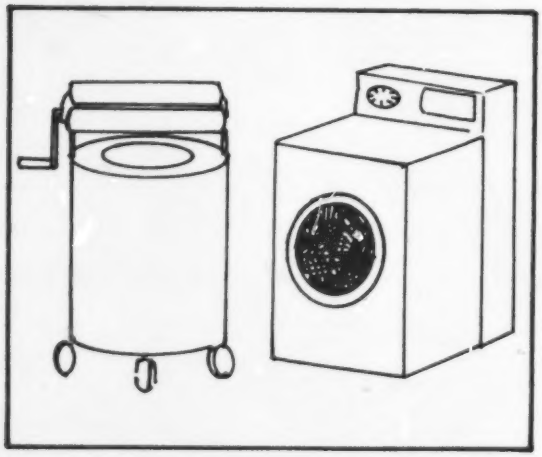


STEP 1 – Determine if the size of the product is likely to be a major feature that would benefit the customer.



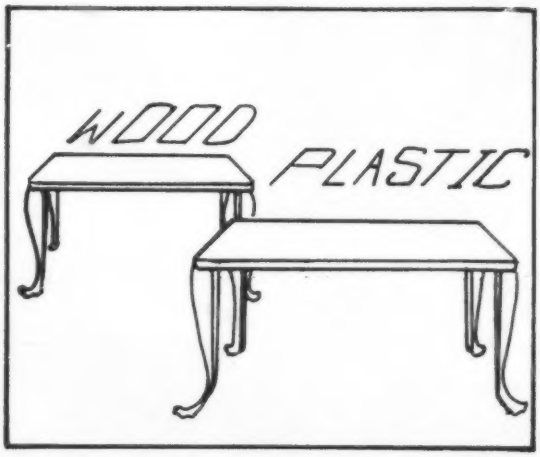
STEP 2 – Decide if the color or colors of the product is a major feature that would benefit the customer.

STEP 3 – Judge whether the style of the product is a major feature that would benefit the customer.

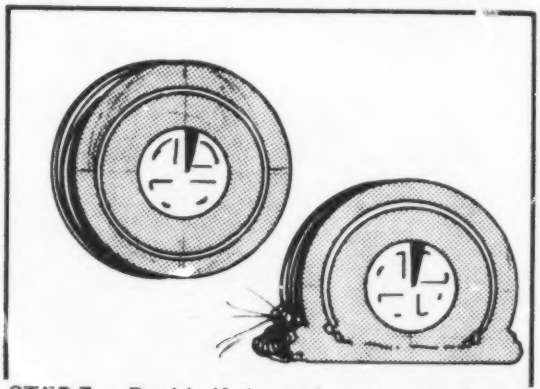


STEP 4 – Decide if the model of the product is a major feature that would benefit the customer.

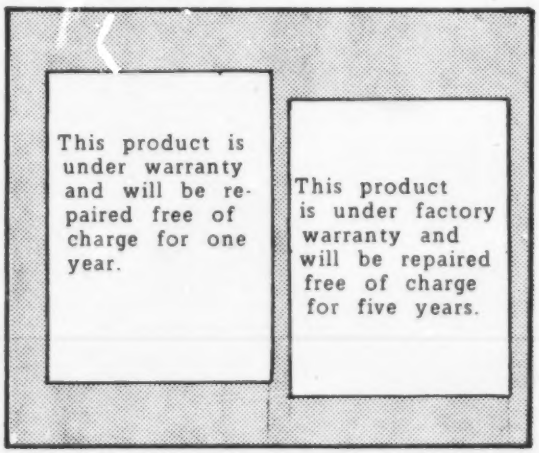
STEP 5 – Determine if the price line is a major feature that would benefit the customer.



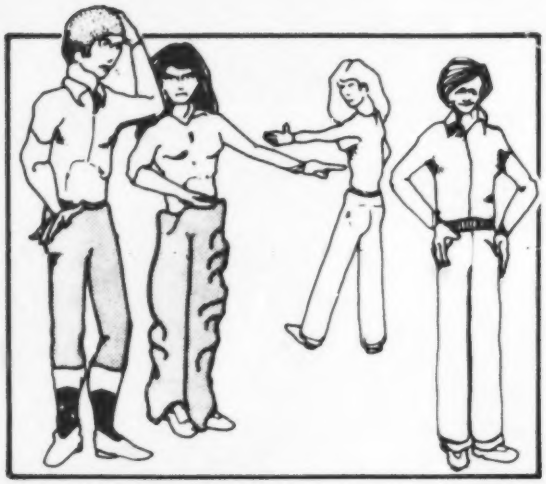
STEP 6 – Determine if the materials the product is made of is likely to be a major feature that would benefit the customer.



STEP 7 – Decide if the replacement option of the product is a major feature that would benefit the customer.

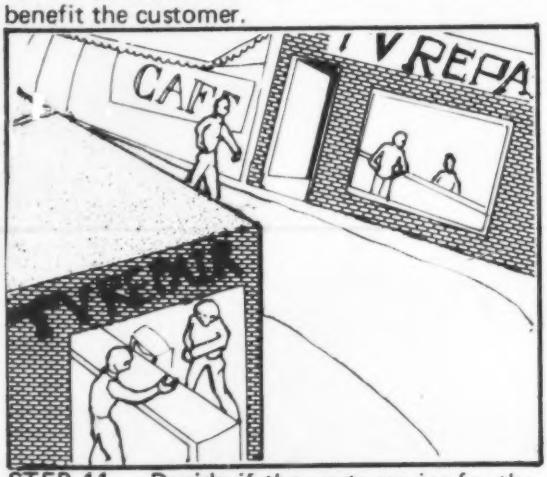

This product is under warranty and will be repaired free of charge for one year.
This product is under factory warranty and will be repaired free of charge for five years.

STEP 8 – Determine whether the guarantee (promise the company makes about a product) of the product is a major feature that would benefit the customer.



STEP 9 — Determine if the alteration ability (ease of changing a product) of the product is a major feature that would benefit the customer.

STEP 10 — Judge whether the repair service for the product is a major feature that would benefit the customer.



STEP 11 — Decide if the parts service for the product is a major feature that would benefit the customer.

STEP 12 — Determine if the availability (ease of finding) of the product is a major feature that would benefit the customer.

Check Point

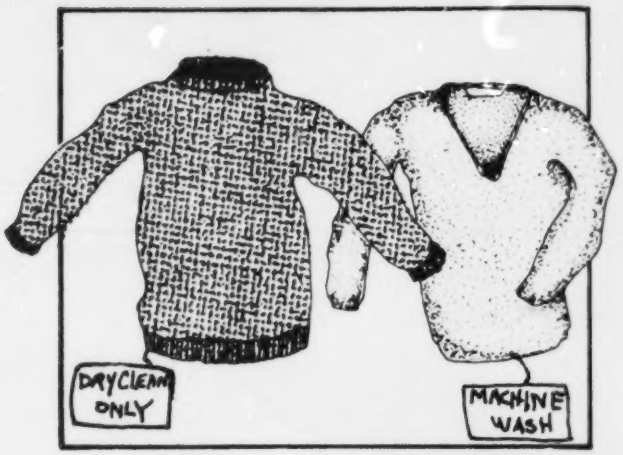
Did you remember to list a product benefit with the product feature?

Did you remember that all product features may not be used in each case?

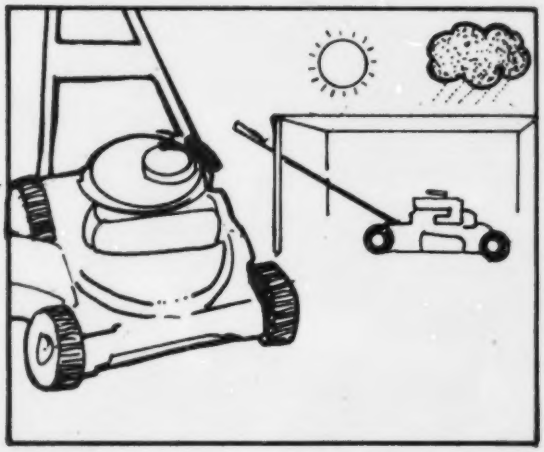
Did you think that sometimes the lack of availability is a product feature, such as an antique?

Instructional Objective IV

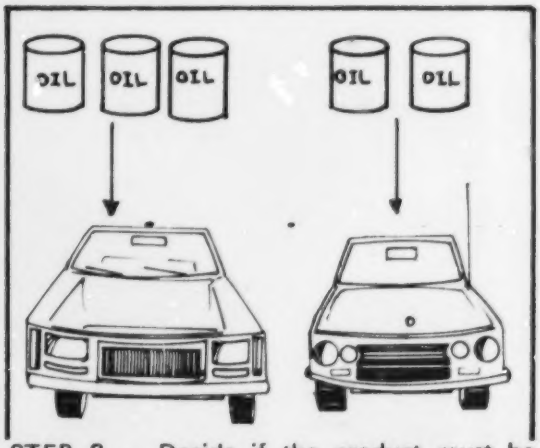
Given the necessary information, the student will list and explain the possible care factors needed for a product.



STEP 1 – Determine if the product is easy to clean.



STEP 2 – Decide if the product must be stored.



STEP 3 – Decide if the product must be lubricated (oiled or greased) to perform properly.

STEP 4 – Determine if the product must be refrigerated (kept cool or frozen).

STEP 5 – Determine if the product has a particular way to be handled in order to perform properly.

Check Point

Did you remember to list and explain the care factors needed for the product?

SALESPERSON (ret. tr.; whole. tr.)

Sells merchandise to individuals in store or showroom utilizing knowledge of products sold: Greets customer on sales floor and ascertains make, type, and quality of merchandise desired. Displays merchandise, suggests selections that meet customer's needs, and emphasizes selling points of article, such as quality and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. May wrap merchandise for customer. May take inventory of stock. May requisition merchandise from stockroom. May visit customer's home by appointment to sell merchandise on shop-at-home basis. Classifications are made according to products sold as SALESPERSON, AUTOMOBILE ACCESSORIES (ret. tr.; whole. tr.); SALESPERSON, BOOKS (ret. tr.); SALESPERSON, SURGICAL APPLIANCES (ret. tr.).